

Identifying and Managing Underperformance

LSC Guidance on Identifying and
Managing Underperformance and
the Operation of Notices to
Improve Applying to the 2008/09
Academic Year – Annexes

January 2008

Of interest to everyone involved in delivering
LSC-funded provision

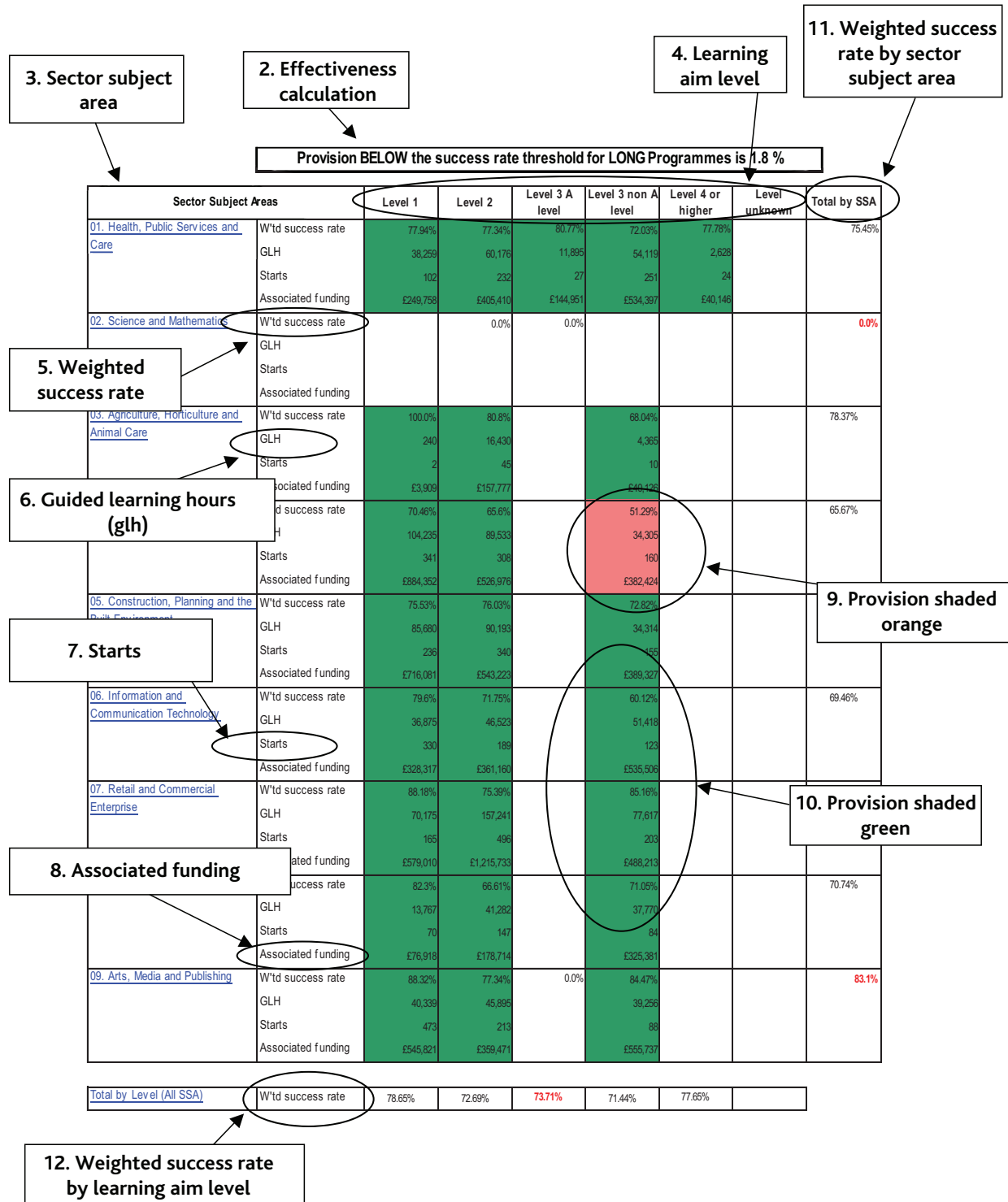
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The purpose of these three annexes is to provide additional support, clarity and context for the guidance.

A: Further Education Supplementary Technical Annex

Figure 1: Example FE minimum levels of performance report



Understanding the Provider Level Report

1. Long course and short course provision reports

One of the changes highlighted in the main body of the document is that the minimum levels of performance will apply separately to FE short course provision as well as FE long course provision. In keeping with this, there will be minimum levels of performance reports generated for both types of course with a separate effectiveness calculation (see section 2 below) for each. The technical guidance within this Annex can be applied to both types of report.

2. Effectiveness calculation

• Why have we shown this?

This percentage indicates the proportion of provision that is below the threshold for minimum levels of performance. This figure is a key determinant of the action that the LSC will take to manage underperformance. Details of how minimum levels will be applied are in the main body of this document.

• How is it derived/calculated?

Step 1

Identify all blocks of provision defined by sector subject area within learning aims that have a weighted success rate below the minimum levels of performance threshold. Section 5 on 'Weighted success rate' and section 9 on 'Blocks of provision shaded orange' explain the methodology.

Step 2

Within each block of provision that is below the minimum levels of performance threshold, identify each learning aim that is itself below the minimum levels of performance threshold – in Figure 2, it is those learning aims shaded pink in the magnified view.

Step 3

Sum the expected annual guided learning hours for each learning aim identified in Step 2 and express this total as a percentage of the total expected annual guided learning hours (less any guided learning hours in learning aims where the learner transferred out to another course) for all blocks of provision on the report. See section 6 on guided learning hours for additional details on expected guided learning hours.

Figure 2: Provision below the minimum level of performance

Sector Subject Area	LONG courses (over 24 weeks)	Level 1	Level 2	Level 3	Level 4 or Higher	Level unknown
1 Health, Public Services and Care	Wtd success rate	87.6%	89.3%	41.9%	35.6%	
	G.L.H	7,276	27,380	33,094	2,729	
	Starts	90	517	230	52	
	Funding	£77,948	£229,685	£251,800	£14,151	
2 Science and Mathematics	Wtd success rate	87.0%	55.4%			
	G.L.H	17,030	46,813			
	Starts	148	264			
	Funding	£87,614	£154,899			
3 Agriculture, Horticulture and Animal Care	Wtd success rate					
	G.L.H					
	Starts					
	Funding					
4 Engineering and Manufacturing Technologies	Wtd success rate	80.6%	44.7%	40.5%		
	G.L.H	7,479	11,190	13,417		
	Starts	34	28	31		
	Funding	£50,637	£81,160	£91,550		

Note

The total expected annual guided learning hours used in calculating the effectiveness percentage, are shown as points 6 and 7 in the notes page of a provider's individual minimum levels of performance report.

• What inferences can be drawn from this information?

The higher the percentage, the greater the proportion of a provider's provision that is delivered with success rates below the threshold for minimum levels of performance.

3. Sector subject area

• Why have we shown this?

Minimum levels of performance assess success rates within providers at a more detailed level than previously. Applying the minimum levels of performance to blocks of provision defined by sector subject area, within learning aim level, provides a balance between excessive volumes of detail and pockets of underperformance that may be hidden within large blocks of provision that could have overall success rates above the minimum levels of performance.

• How is it derived/calculated?

The categorisation is sector subject area, Tier 1 as defined by the Qualifications and Curriculum Authority. A full listing of sector subject area, Tier 1 categories for each

learning aim is published in the 'All annual values' table as part of the Learning Aim Database. See:

<http://providers.lsc.gov.uk/LAD/downloads/LADdownload.asp>

4. Learning aim level

• Why have we shown this?

Minimum levels of performance identify providers' success rates at a more detailed level than previously. Applying the minimum levels of performance to blocks of provision defined by sector subject area, within learning aim level, is seen as delivering the right balance between excessive volumes of detail, and large blocks of provision that could have success rates above the minimum levels of performance threshold and yet contain areas of underperformance that would not be addressed.

For 2006/07 there is an additional column in the long course provision report for Level 3 A-levels, and a change to the existing Level 3 column to exclude A-levels. The categorisation of A-level qualifications is consistent with that used in the FE qualification success rate methodology. See:

www.lsc.gov.uk/providers/Data/statistics/success/FE+benchmarking+data.htm

• How is it derived/calculated?

The categorisation is notional NVQ level as defined by the Qualifications and Curriculum Authority. A full listing of notional NVQ level categories for each learning aim is published in the 'Learning aim' table as part of the Learning Aim Database. This is available from:

<http://providers.lsc.gov.uk/LAD/downloads/LADdownload.asp>

5. Weighted success rate

• Why have we shown this?

The weighted success rate determines whether the block of provision exceeds or falls below the minimum levels of performance success rate threshold.

• How is it derived/calculated?

The published success rate methodology counts the number of learning aim achievements and expresses this total as a proportion of starts. In the context of minimum levels of performance, a fairer measure is obtained by weighting the success rate calculation by expected annual guided learning hours for each learning aim. The resulting weighted success rate is most heavily influenced by those programmes requiring the greatest level of teaching resource.

For each block of provision, the expected annual guided learning hours for each learning aim that has been achieved are summed. The sum of 'achieved' guided learning hours is expressed as a percentage of the total expected annual guided learning hours for all learning aims (less any guided learning hours in learning aims where the learner transferred out to another course) within that block of provision.

Algebraically, the calculation can be expressed as:

$$\text{Weighted success rate} = \frac{(\text{sum of expected glh where learning aim was achieved})}{\{(\text{sum of expected glh for all learning aims}) - (\text{sum of expected glh for learning aims transferred out})\}} \times 100$$

• What inferences can be drawn from this information?

Blocks of provision where the weighted success rate is below the minimum levels of performance threshold will require actions to address the underperformance. This is dealt with in more detail in the main body of this document.

6. Guided learning hours

• Why have we shown this?

The total expected annual guided learning hours for each block of provision defined by sector subject area within learning aim level provides an indication of the volume of provision delivered in each block.

• How is it derived/calculated?

The figure shown is the sum of the expected annual guided learning hours for each learning aim within the block of provision. Expected annual guided learning hours is a standard derived variable used by the LSC. Its database field name is *a_exp_a* and a full definition and description can be found at:

www.lsc.gov.uk/providers/Data/Datadictionary/DataDefinitions/Index+of+Derived+Variables.htm

• What inferences can be drawn from this information?

It is possible to identify those blocks of provision that are major contributors to a provider's total offering of programmes.

7. Starts

- **Why have we shown this?**

Starts indicates the total number of learning aims in each block of provision and provides an indication of the volume of provision delivered in each block.

- **How is it derived/calculated?**

Starts is the total number of learning aim enrolments planned to be completed during the academic year being reported on – in this case 2006/07. A full definition and description can be found in the guidance at:

www.lsc.gov.uk/Providers/Data/Statistics/success/FEQualificationlevel.htm

- **What inferences can be drawn from this information?**

It is possible to identify those blocks of provision that are major contributors to a provider's total offering of programmes.

8. Associated funding

- **Why have we shown this?**

Associated funding indicates the total funding generated by the learning aims represented in each block of provision and provides an indication of the volume of provision delivered in each block.

- **How is it derived/calculated?**

The associated funding figure sums just those elements of the funding process that are directly attributable to a specific learner pursuing a specific learning aim. This means that funding based on the characteristics of the learner (for example, entitlement) and funding based on the characteristics of the provider (for example, area cost factor) are excluded as they cannot be attributed to a specific learning aim. The calculation also sums funding across teaching years where the learning aim starts in one year and is expected to be completed in a different year.

As a consequence of basing the calculation on only those funding elements that can be directly linked to a specific learning aim, the associated funding figure will not agree with other funding data available from the LSC and nor will it agree with outputs from the Learner Information Suite.

- **What inferences can be drawn from this information?**

It is possible to identify those blocks of provision that are major contributors to the provider's total offering of programmes.

9. Blocks of provision shaded orange

- **Why have we shown this?**

To identify, clearly and easily, those blocks of provision where the weighted success rate is below the minimum levels of performance success rate threshold.

- **How is it derived/calculated?**

It compares the weighted success rate with the following minimum levels of performance success rate thresholds:

Long programmes (over 24 weeks)
 Level 1: 55%
 Level 2: 55%
 Level 3 (excluding A-levels): 55%
 Level 3 A-levels: 75%
 Level 4+: 55%
 Short programmes (5 to 24 weeks): 62%

- **What inferences can be drawn from this information?**

Provision contained within orange-shaded cells will be the subject of actions to address underperformance. These are dealt with in the main body of this document.

10. Blocks of provision shaded green

- **Why have we shown this?**

To identify, clearly and easily, those blocks of provision where the weighted success rate is at or exceeds the minimum levels of performance success rate threshold.

- **How is it derived/calculated?**

It compares the weighted success rate with the following minimum levels of performance success rate thresholds:

Long programmes (over 24 weeks)
 Level 1: 55%
 Level 2: 55%
 Level 3 (excluding A-levels): 55%
 Level 3 A-levels: 75%
 Level 4+: 55%
 Short programmes (5 to 24 weeks): 62%

- **What inferences can be drawn from this information?**

Provision contained within green-shaded cells will not necessarily require action to be taken. However, this does not mean that provision in green-shaded cells can be viewed as satisfactory or good. The only safe inference that can be drawn is that provision in green-shaded cells is above the minimum levels of performance.

11. Weighted success rate by sector subject area

- **Why have we shown this?**

There will be providers whose overall level of provision below the minimum levels of performance threshold is sufficiently low not to require significant action to address underperformance, but who nevertheless will have one or more whole sector subject area(s) below the minimum levels of performance threshold. Where this occurs, the weighted success rate by sector subject area, Tier 1 is coloured red.

- **How is it derived/calculated?**

For each sector subject area, the expected annual guided learning hours for each learning aim that has been achieved is summed. The sum of 'achieved' annual guided learning hours is expressed as a percentage of the total expected annual guided learning hours (less any guided learning hours in learning aims where the learner transferred out to another course) for all learning aims within that sector subject area.

Algebraically, the calculation can be expressed as:

$$\text{Weighted success rate} = \frac{(\text{sum of expected glh where learning aim was achieved})}{\{(\text{sum of expected glh for all learning aims}) - (\text{sum of expected glh for learning aims transferred out})\}} \times 100$$

- **What inferences can be drawn from this information?**

Provision where the weighted success rate is below the minimum levels of performance threshold and shown in red will be the subject of actions to address underperformance. These are explained in greater detail in the main body of this document.

12. Weighted success rate by learning aim level

- **Why have we shown this?**

There will be providers whose overall level of provision below the minimum levels of performance threshold is sufficiently low not to require significant action to address underperformance, but who nevertheless will have one or more whole learning aim level below the minimum levels of performance threshold. Where this occurs, the weighted success rate by learning aim level is coloured red.

- **How is it derived/calculated?**

For each learning aim level, the expected annual guided learning hours for each learning aim that has been achieved is summed. The sum of 'achieved' annual guided learning hours is expressed as a percentage of the total expected annual guided learning hours (less any guided learning hours in learning aims where the learner transferred out to another course) for all learning aims within that learning aim level.

Algebraically, the calculation can be expressed as:

$$\text{Weighted success rate} = \frac{(\text{sum of expected glh where learning aim was achieved})}{\{(\text{sum of expected glh for all learning aims}) - (\text{sum of expected glh for learning aims transferred out})\}} \times 100$$

- **What inferences can be drawn from this information?**

Provision where the weighted success rate is below the minimum levels of performance threshold and shown in red will be the subject of actions to address underperformance. These are explained in greater detail in the main body of this document.

The following sections provide more detailed views of Figure 1.

2. Effectiveness calculation

Provision BELOW the success rate threshold for LONG Programmes is 1.8 %

	Level 1	Level 2	Level 3 A level	Level 3 non A level	Level 4 or higher	Level unknown	Total by SSA
W'td success rate	77.94%	77.34%	80.77%	72.03%	77.78%		75.45%
GLH	38,259	60,176	11,895	54,119	2,628		
Starts	102	232	27	251	24		

Guided learning hours – totals

Aggregate guided learning hours of learning aims with a weighted success rate below the 55 per cent threshold, except Level 3 A-level where the threshold is 75 per cent, and which are located within cells of provision below the success rate threshold (shown in orange) = 42,930.

Total number of guided learning hours in long programmes = 1,799,078.

3. Sector subject area

Sector Subject Areas		Level 1
<u>01. Health, Public Services and Care</u>	W'td success rate	77.94%
	GLH	38,259
	Starts	102
	Associated funding	£249,758
<u>02. Science and Mathematics</u>	W'td success rate	
	GLH	
	Starts	
	Associated funding	
<u>03. Agriculture, Horticulture and Animal Care</u>	W'td success rate	100.0%
	GLH	240
	Starts	2
	Associated funding	£3,909

4. Learning aim level

Level 1	Level 2	Level 3 A level	Level 3 non A level	Level 4 or higher	Level unknown
77.94%	77.34%	80.77%	72.03%	77.78%	
38,259	60,176	11,895	54,119	2,628	
102	232	27	251	24	
£249,758	£405,410	£144,951	£534,397	£40,146	
	0.0%	0.0%			

5. Weighted success rate

4 Engineering and manufacturing technologies	<i>Weighted success rate</i> glh Starts Funding	60.6% 7,478 45 £50,637
5 Construction, planning and the built environment	<i>Weighted success rate</i> glh Starts Funding	0.0% 247 1 £77,326
6 Information and communication technology	<i>Weighted success rate</i> glh Starts Funding	40.0% 30,843 747 £77,326
7 Retail and commercial enterprise	<i>Weighted success rate</i> glh Starts Funding	79.1% 17,382 151 £77,326

6. Guided learning hours

5 Construction, planning and the built environment	Weighted success rate <i>glh</i> Starts Funding	0.0% 247 1
6 Information and communication technology	Weighted success rate <i>glh</i> Starts Funding	40.0% 30,843 747 £77,326
7 Retail and commercial enterprise	Weighted success rate <i>glh</i> Starts Funding	79.1% 17,382 151 £44,005
8 Leisure, travel and tourism	Weighted success rate <i>glh</i> Starts Funding	33.7% 11,110 169 £49,588
9 Arts, media and publishing	Weighted success rate	65.3%

7. Starts

6 Information and communication technology	Weighted success rate <i>glh</i> Starts Funding	40.0% 30,843 747 £77,326
7 Retail and commercial enterprise	Weighted success rate <i>glh</i> Starts Funding	79.1% 17,382 151 £44,005
8 Leisure, travel and tourism	Weighted success rate <i>glh</i> Starts Funding	33.7% 11,110 169 £49,588
9 Arts, media and publishing	Weighted success rate <i>glh</i> Starts Funding	65.3% 4,800 14 £26,849
10 History, philosophy and theology	Weighted success rate <i>glh</i> Starts	

8. Associated funding

8 Leisure, travel and tourism	<i>Weighted success rate</i>	33.7%
	<i>glh</i>	11,110
	<i>Starts</i>	169
	<i>Funding</i>	£49,588
9 Arts, media and publishing	<i>Weighted success rate</i>	65.3%
	<i>glh</i>	4,800
	<i>Starts</i>	14
	<i>Funding</i>	£26,849
10 History, philosophy and theology	<i>Weighted success rate</i>	
	<i>glh</i>	
	<i>Starts</i>	
	<i>Funding</i>	
11 Social sciences	<i>Weighted success rate</i>	
	<i>glh</i>	
	<i>Starts</i>	
	<i>Funding</i>	
12 Languages, literature and culture	<i>Weighted success rate</i>	21.6%

9. Provision shaded orange

5 Construction, planning and the built environment	<i>Weighted success rate</i>	0.0%	14.1%
	<i>glh</i>	247	15,100
	<i>Starts</i>	1	98
	<i>Funding</i>		£50,948
6 Information and communication technology	<i>Weighted success rate</i>	40.0%	48.7%
	<i>glh</i>	30,843	30,567
	<i>Starts</i>	747	383
	<i>Funding</i>	£77,326	£120,588

10. Provision shaded green

<i>Weighted success rate</i>	65.3%	77.2%	66.6%
<i>glh</i>	4,800	15,233	61,869
<i>Starts</i>	14	51	238
<i>Funding</i>	£26,849	£80,337	£416,303
<i>Weighted success rate</i>			81.8%
<i>glh</i>			8,140
<i>Starts</i>			44
<i>Funding</i>			£38,969
<i>Weighted success rate</i>			86.1%
<i>glh</i>			20,632
<i>Starts</i>			118
<i>Funding</i>			£83,453

11. Weighted success rate by sector subject area

Level 3 A level	Level 3 non A level	Level 4 or higher	Level unknown	Total by SSA
80.77%	72.03%	77.78%		75.45%
11,895	54,119	2,628		
27	251	24		
£144,951	£534,397	£40,146		
0.0%				0.0%
	68.04%			78.37%
	4,365			
	10			
	£40,126			
	51.29%			65.67%
	34,305			

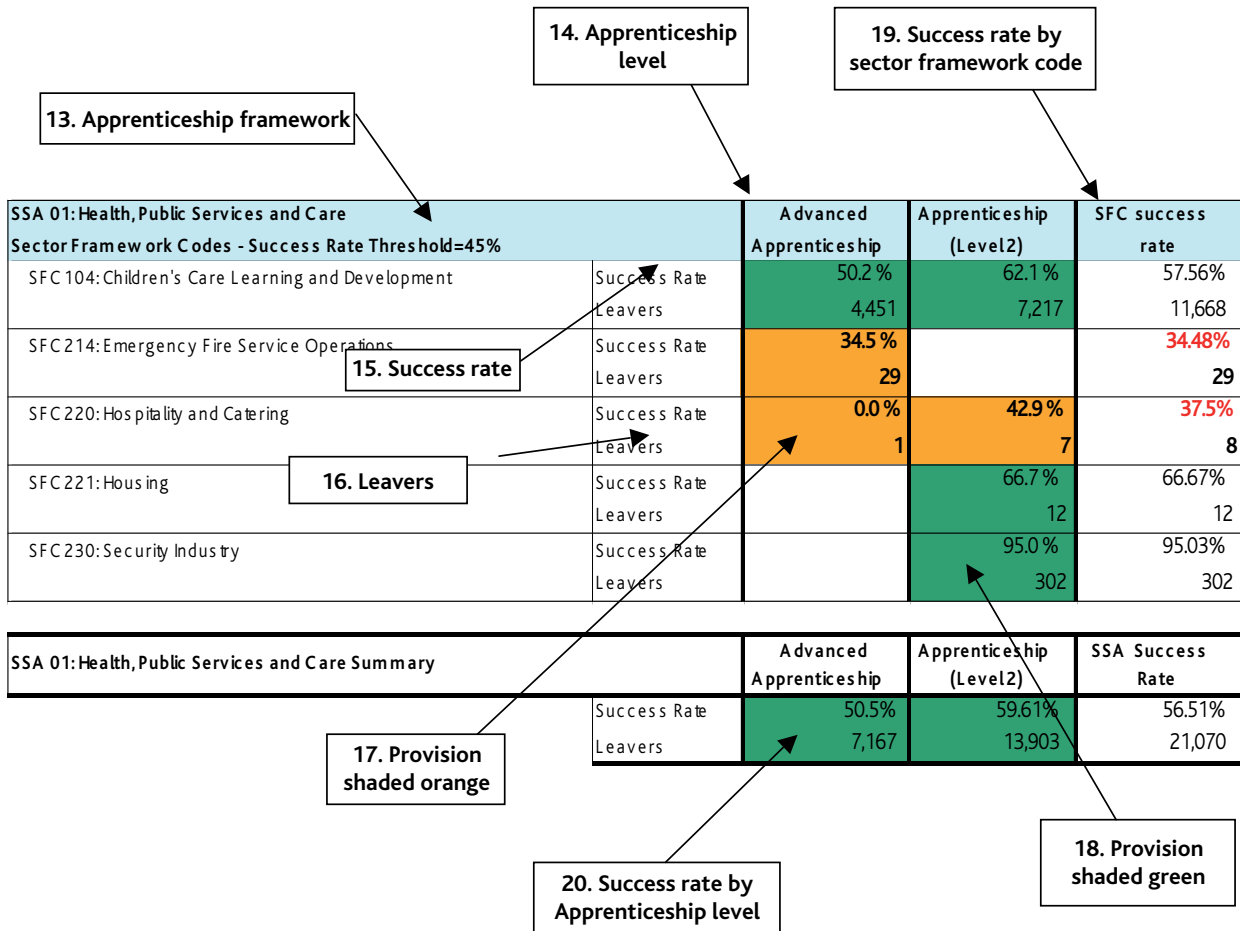
12. Weighted success rate by learning aim level

15. Business, Administration and Law	W'td success rate	86.45%	67.12%	0.0%	68.33%	100.0%		71.11%
	GLH	18,393	47,485		35,145	180		
	Starts	58	205		157	2		
	Associated funding	£118,177	£166,009		£209,913	£1,598		

Total Level (All SSA)	W'td success rate	78.65%	72.89%	73.71%	71.44%	77.65%	
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B: Apprenticeships Supplementary Technical Annex

Figure 3: Example Apprenticeship provision minimum levels of performance report



Understanding the Provider Level Report

13. Apprenticeship framework

- **Why have we shown this?**

Minimum levels of performance assess success rates within providers at a more detailed level than in the past. Applying the minimum levels of performance success rate threshold to blocks of provision defined by sector framework within Apprenticeship level is seen as delivering the right balance between excessive volumes of detail, and large blocks of provision which could have success rates above the minimum levels of performance threshold and yet contain areas of underperformance that would not be addressed.

- **How is it derived/calculated?**

The categorisation is by individual Apprenticeship framework. A full listing of each framework is published in the Apprenticeships website, see: www.apprenticeships.org.uk/

14. Apprenticeship level

- **Why have we shown this?**

Minimum levels of performance assess success rates within providers at a more detailed level than in the past. Applying the minimum levels of performance success rate threshold to blocks of provision defined by sector framework within Apprenticeship level is seen as delivering the right balance between excessive volumes of detail and large blocks of provision which could have success rates above the minimum levels of performance threshold and yet contain areas of underperformance that would not be addressed.

15. Success rate

- **Why have we shown this?**

The success rate determines whether the block of provision exceeds or falls below the minimum levels of performance success rate threshold.

- **How is it derived/calculated?**

Known as the 'overall success rate', this methodology counts the number of those who were expected to end their Apprenticeships this year, excluding continuers, plus all those who actually completed this year and were expected to complete earlier.

Algebraically, the calculation can be expressed as:

$$\text{Overall success rate} = \frac{(\text{Sum of Apprenticeship frameworks achieved})}{(\text{Sum of learners who were expected to achieve excluding continuers} + \text{sum of those who completed but were expected to complete earlier})} \times 100\%$$

- **What inferences can be drawn from this information?**

Blocks of provision where the success rate is below the minimum levels of performance threshold will be the subject of interventions. These are explained in greater detail in the main body of this document.

16. Leavers

- **Why have we shown this?**

Leavers indicates the total number of learning aims in each block of provision and provides an indication of the volume of provision delivered in each block.

- **How is it derived/calculated?**

Leavers is the total number of learners who were expected to end their Apprenticeships this year, excluding continuers, plus all those learners who actually completed this year but were expected to complete earlier. For an explanation of the 'overall' success rate methodology, see: <http://readingroom.lsc.gov.uk/LSC/2006/quality/performanceachievement/nat-br-wblandnewmeasuresquickreference-feb2006.pdf>

- **What inferences can be drawn from this information?**

It is possible to identify those blocks of provision that are major contributors to a provider's total offering of programmes.

17. Blocks of provision shaded orange

- **Why have we shown this?**

To identify, clearly and easily, those blocks of provision where the success rate falls below the minimum levels of performance success rate threshold.

- **How is it derived/calculated?**

It compares the success rate with the minimum levels of performance success rate threshold of 45 per cent.

- **What inferences can be drawn from this information?**

Provision contained within orange-shaded cells will be the subject of interventions. These are explained in greater detail in the main body of the document.

18. Blocks of provision shaded green

- **Why have we shown this?**

To identify, clearly and easily, those blocks of provision where the success rate is at or exceeds the minimum levels of performance success rate threshold.

- **How is it derived/calculated?**

It compares the success rate with the minimum levels of performance success rate threshold of 45 per cent.

- **What inferences can be drawn from this information?**

The only safe inference that can be drawn is that provision in green-shaded cells is above the minimum levels of performance.

19. Success rate by sector framework code

- **Why have we shown this?**

Access to the success rates for the whole sector framework will assist in deciding appropriate courses of action.

- **How is it derived/calculated?**

For each sector framework, the number of Advanced Apprenticeship framework achievements in the year is added to the number of achievements in Apprenticeship (Level 2). This total is expressed as a percentage of the total number of Advanced Apprenticeship and Apprenticeship (Level 2) leavers for the year.

Algebraically, the calculation can be expressed as:

$$\text{Overall success rate} = \frac{\{(\text{Sum of Advanced Apprenticeships frameworks achieved}) + (\text{Sum of Apprenticeships at level 2 frameworks achieved})\}}{(\text{Sum of learners who were expected to achieve excluding continuers} + \text{sum of those who completed but were expected to complete earlier}) \text{ for both types of Apprenticeship}} \times 100\%$$

- **What inferences can be drawn from this information?**

Provision where the success rate is below the minimum levels of performance threshold and shown in red will be the subject of interventions. These are explained in greater detail in the main body of the document.

20. Success rate by Apprenticeship level

- **Why have we shown this?**

Access to the success rates for entire Apprenticeship programmes will assist in deciding appropriate courses of action.

- **How is it derived/calculated?**

For each Apprenticeship level, the methodology counts the number of framework achievements in the year and expresses this total as a percentage of Apprenticeship leavers (at that level) for the year.

Algebraically, the calculation can be expressed as:

$$\text{Overall success rate} = \frac{(\text{Sum of Apprenticeship frameworks achieved})}{(\text{Sum of learners who were expected to achieve excluding continuers} + \text{sum of those who completed but were expected to complete earlier})} \times 100\%$$

- **What inferences can be drawn from this information?**

Provision where the success rate is below the minimum levels of performance threshold and shown in red will be the subject of interventions. These are explained in greater detail in the main body of the document.

The following sections provide more detailed views of Figure 3.

13. Apprenticeship framework

SSA 01: Health, Public Services and Care Sector Framework Codes – Success Rate Threshold = 45%	
SFC 104: Children's Care Learning and Development	Success Rate Leavers
SFC 214: Emergency Fire Service Operations	Success Rate Leavers

14. Apprenticeship level

Advanced Apprenticeship	Apprenticeship (Level 2)
50.2 % 4,451	62.1 % 7,217
34.5 % 29	
0.0 % 1	42.9 % 7

15. Success rate

SFC 104: Children's Care Learning and Development	Success Rate Leavers	50.2 % 4,451
SFC 214: Emergency Fire Service Operations	Success Rate Leavers	34.5 % 29

16. Leavers

SFC 104: Children's Care Learning and Development	Success Rate Leavers	50.2 % 4,451
SFC 214: Emergency Fire Service Operations	Success Rate Leavers	34.5 % 29

17. Provision shaded orange

SFC 104: Children's Care Learning and Development	Success Rate	50.2 %
	Leavers	4,451
SFC 214: Emergency Fire Service Operations	Success Rate	34.5 %
	Leavers	29

18. Provision shaded green

SFC 104: Children's Care Learning and Development	Success Rate	50.2 %
	Leavers	4,451
SFC 214: Emergency Fire Service Operations	Success Rate	34.5 %
	Leavers	29

19. Success rate by sector framework code

SFC Success Rate
57.56%
11,668
34.48%
29
37.5%
8
66.67%
12

20. Success rate by Apprenticeship level

Framework Success Rate:	70.4%	39.7%
Framework Leavers:	27	58

C: Train to Gain Supplementary Technical Annex

Figure 4: Example Train to Gain minimum levels of performance report



Understanding the Provider Level Report

21. Sector subject area

- **Why have we shown this?**

Minimum levels of performance assess success rates within providers at a more detailed level than previously. Applying the minimum levels of performance to blocks of provision defined by sector subject area, within learning aim level, provides a balance between excessive volumes of detail and pockets of underperformance that may be hidden within large blocks of provision that could have overall success rates above the minimum levels of performance.

- **How is it derived/calculated?**

The categorisation is sector subject area, Tier 1 as defined by the Qualifications and Curriculum Authority. A full listing of sector subject area, Tier 1 categories for each learning aim is published in the 'All annual values' table as part of the Learning Aim Database. See: <http://providers.lsc.gov.uk/LAD/downloads/LADdownload.asp>

22. Learning aim level

- **Why have we shown this?**

Minimum levels of performance identify providers' success rates at a more detailed level than previously. Applying the minimum levels of performance to blocks of provision defined by sector subject area, within learning aim level, is seen as delivering the right balance between excessive volumes of detail and large blocks of provision that could have success rates above the minimum levels of performance threshold and yet contain areas of underperformance that would not be addressed.

23. Provider success rate

- **Why have we shown this?**

The success rate determines whether the block of provision exceeds or falls below the minimum levels of performance success rate threshold.

- **How is it derived/calculated?**

This methodology counts the number of actual achievements in the year and expresses this total as a percentage of all enrolments expected to achieve in the year, excluding transfers within a provider or due to LSC intervention.

Algebraically, the calculation can be expressed as:

$$\text{Success rate} = \frac{(\text{Sum of actual achievements})}{(\text{Sum of learners who were expected to achieve})} \times 100\%$$

24. Leavers

- **Why have we shown this?**

Leavers indicates the total number of learning aims in each block of provision and provides an indication of the volume of provision delivered in each block.

- **How is it derived/calculated?**

Leavers is the total number of enrolments that were planned to be completed during the academic year being reported on – in this case 2006/07.

- **What inferences can be drawn from this information?**

It is possible to identify those blocks of provision that are major contributors to a provider's total offering of programmes.

25. Number of achievements

- **Why have we shown this?**

Achievements indicates the total number of learning aims that were expected and achieved in the year being reported on.

- **How is it derived/calculated?**

It counts the number of learning aims that were expected to be achieved in this year and that were achieved.

- **What inferences can be drawn from this information?**

It identifies both the number of achievements used in the calculation of the success rate and the major contributors to the overall success rate results.

26. Blocks of provision shaded orange

- **Why have we shown this?**

To identify, clearly and easily, those blocks of provision where the success rate falls below the minimum levels of performance success rate threshold.

- **How is it derived/calculated?**

It compares the weighted success rate with the transitional minimum levels of performance success rate threshold of 65 per cent.

- **What inferences can be drawn from this information?**

Provision contained within orange-shaded cells would normally be the subject of interventions. Train to Gain minimum levels of performance for 2006/07 is transitional and the intervention does not have to apply in this year. This is explained in greater detail in the main body of the document.

27. Blocks of provision shaded green

- **Why have we shown this?**

To identify, clearly and easily, those blocks of provision where the success rate is at or exceeds the minimum levels of performance success rate threshold.

- **How is it derived/calculated?**

It compares the weighted success rate with the transitional minimum levels of performance success rate threshold of 65 per cent.

- **What inferences can be drawn from this information?**

Provision contained within green-shaded cells will not be the subject of interventions. However, this does not necessarily mean that provision in green-shaded cells can be viewed as satisfactory or good. The only safe inference that can be drawn is that provision in green-shaded cells is above the minimum levels of performance.

28. Success rate by learning aim level

- **Why have we shown this?**

There will be providers whose overall level of provision below the minimum levels of performance threshold is sufficiently low not to require significant action to address underperformance, but who nevertheless will have one or more whole learning aim level below the minimum levels of performance threshold. Where this occurs, the success rate by learning aim level is shaded orange.

- **How is it derived/calculated?**

The methodology counts the number of achievements in the year and expresses this total as a percentage of enrolments expected to be achieved (at that level) for the year.

Algebraically, the calculation can be expressed as:

$$\text{Success rate} = \frac{(\text{Sum of actual achievements})}{(\text{Sum of learners who were expected to achieve})} \times 100\%$$

- **What inferences can be drawn from this information?**

Provision where the success rate is below the minimum levels of performance threshold and shown in orange-shaded cells will be the subject of further discussion. Train to Gain minimum levels of performance for 2006/07 is transitional and the intervention does not have to apply in this year. This is explained in greater detail in the main body of this document.

29. Success rate by academic year

- **Why have we shown this?**

In this first year of Train to Gain success rate reporting, it was necessary to include separately the partial year from April 2006 to July 2006, and also the full academic year 2006/07 and the combined total.

- **How is it derived/calculated?**

The methodology uses the learning aim expected end date to assign a successful achievement or a withdrawal to a specific academic year.

- **What inferences can be drawn from this information?**

This information enables the success rates to be assigned to a particular academic year. However, for the first year of success rate reporting, there is more than one year in the report. This is due to the fact that Train to Gain commenced after the start of the 2005/06 academic year, and any successful achievements or withdrawals need to be accurately identified in the correct year to give a true picture for comparison with future years.

The following sections provide more detailed views of Figure 4.

21. Sector subject area

Sector Subject Area	Qualification
Health, Public Services and Care	Skills for Life
	Full Level 2
	Full Level 3
	Other
	Total
Information and Communication Technology	Skills for Life
	Full Level 2
	Full Level 3
	Other
	Total

22. Learning aim level

Sector Subject Area	Qualification
Health, Public Services and Care	Skills for Life
	Full Level 2
	Full Level 3
	Other
	Total

23. Success rate

Sector Subject Are	Qualification	Success Rates in 2005/06		Success Rates in 2006/07		Success Rates in 2005/07 (15 month)	
		Success Rate	Total Leavers	Success Rate	Total Leavers	Success Rate	Total Leavers
Health, Public Services and Care	Skills for Life		0		0		0
	Full Level 2		0	12%	74	12%	74
	Full Level 3		0	62%	13	62%	13
	Other		0		0		0
	Total		0	20%	87	20%	87

24. Leavers

Sector Subject Are	Qualification	Success Rates in 2005/06		Success Rates in 2006/07		Success Rates in 2005/07 (15 month)	
		Success Rate	Total Leavers	Success Rate	Total Leavers	Success Rate	Total Leavers
Health, Public Services and Care	Skills for Life		0		0		0
	Full Level 2		0	12%	74	12%	74
	Full Level 3		0	62%	13	62%	13
	Other		0		0		0
	Total		0	20%	87	20%	87

25. Number of achievements

	Provider Success Rate
	2005/06
Skills for Life	100%
<i>Number achieved</i>	1
<i>Total leavers</i>	1
Full Level 2	92%
<i>Number achieved</i>	12
<i>Total leavers</i>	13

26. Provision shaded orange

Sector Subject Area	Qualification	Success Rates in 2005/06		Success Rates in 2006/07	
		Success Rate	Total Leavers	Success Rate	Total Leavers
Health, Public Services and Care	Skills for Life		0		0
	Full Level 2		0	12%	74
	Full Level 3		0	62%	13
	Other		0		0
	Total		0	29%	87

27. Provision shaded green

Information and Communication Technology	Skills for Life		0		0
	Full Level 2	100%	1	25%	4
	Full Level 3		0	100%	3
	Other		0		0
	Total	100%	1	100%	7

28. Success rate by learning aim level

	Provider Success Rate		
	2005/06	2006/07	2005/07 (15 month)
Skills for Life	100%	63%	63%
<i>Number achieved</i>	1	39	40
<i>Total leavers</i>	1	62	63
Full Level 2	92%	57%	58%
<i>Number achieved</i>	12	488	500

